

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Stanburn Primary School
Pupils in school	784
Proportion of disadvantaged pupils	14.4%
Pupil premium allocation this academic year	£149,040
Academic year or years covered by statement	2018-21
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Caroline Lansdown
Pupil premium lead	Kathy Hewett
Governor lead	Fiona Chan

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+2.3
Writing	+0.4
Maths	+1.4

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	74%
Achieving high standard at KS2	8%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure highly effective leadership and management of our ambitious curriculum to consistently improve outcomes and diminish differences for disadvantaged pupils.
Priority 2	To ensure disadvantaged pupils achieve well in and develop detailed knowledge and skills across the curriculum, gaining the cultural capital to succeed and prepare them for the next stage of their

	education.
Barriers to learning these priorities address	To ensure disadvantaged pupils access a wealth of opportunities within an enriched curriculum.
Projected spending	Total: £23,979

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national and Harrow average progress scores in KS2 Reading	September 2021
Progress in Writing	Achieve above national and Harrow average progress scores in KS2 Writing	September 2021
Progress in Mathematics	Achieve above national and Harrow average progress scores in KS2 Maths	September 2021
Phonics	Achieve higher than national and Harrow average expected standard in PSC	September 2021
Other	Improve attendance of disadvantaged pupils to school target of 97%	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	To invest in 1:1 sessions for teachers to coach disadvantaged pupils and their parents in order to close gaps in learning and make better progress.
Priority 2	To target all disadvantaged pupils through small group interventions in order to achieve the best outcomes possible.
Barriers to learning these priorities address	To ensure disadvantaged pupils develop key subject vocabulary that is ambitious and matches the aims of the curriculum.
Projected spending	Total: £95,807

Wider strategies for current academic year

Measure	Activity
Priority 1	To target the most vulnerable pupils and support them in building a more positive mindset towards their learning through aspirational leadership and friendship programmes aimed to develop self-esteem, resilience and self-acceptance.
Priority 2	To expand even further on the suite of workshops, targeted support and advice sessions we offer for parents and families along with the continuity of our counselling service - with the aim that high quality pastoral support will impact positively on the health and wellbeing of the whole community.
Barriers to learning these priorities address	To improve the attendance and punctuality of disadvantaged pupils who have attendance below 90%.
Projected spending	Total: £24,715

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is given to release leaders to design the curriculum, provide CPD to staff and monitor the impact.	Additional cover being provided by HLTAs.
Targeted support	Ensuring time is planned to engage and meet with families of disadvantaged pupils.	Release time being provided by HLTAs.
Wider strategies	Engaging the families facing most challenges.	AHTs leading 'Mental Health and Well-Being Strategy 2019-20', 'Parental Engagement Programme 2019-20' and working with Wellbeing Advisor in 2020.

Review: last year's aims and outcomes

Aim	Outcome
Improved oral language skills in EYFS	<ul style="list-style-type: none"> • 71.4% of disadvantaged pupils achieved the expected standard in the Communication areas of EYFSP in 2019; • 71.4% of disadvantaged pupils reached the GLD in 2019, an improvement on % in 2018; • Disadvantaged pupils on the SALT caseload with targeted support made good progress with their SALT targets in 2018/19.
Pupils make excellent progress in Reading and application of phonics knowledge in KS1	<ul style="list-style-type: none"> • 88.9% of disadvantaged pupils in Y1 met the expected standard in 2019; • 87.5% of disadvantaged pupils in Y2 met the expected standard in 2019; • 67% of disadvantaged pupils achieved the Expected Standard in Reading in 2019; • 11% of disadvantaged pupils achieved Greater Depth Standard in Reading in 2019.
Pupils make excellent progress in Reading across KS2	<ul style="list-style-type: none"> • Progress score of +2.3 for disadvantaged pupils in Reading in 2019; • 87% of disadvantaged pupils achieved the Expected Standard in Reading in 2019; • 21% of disadvantaged pupils achieved Greater Depth Standard in Reading in 2019.
Pupils make excellent progress in application of Mathematical skills and knowledge across KS2	<ul style="list-style-type: none"> • Progress score of +2.2 for disadvantaged pupils in Maths in 2019; • 75% of disadvantaged pupils achieved the Expected Standard in Maths in 2019; • 38% of disadvantaged pupils achieved Greater Depth Standard in Maths in 2019.